

Higher Care

Subject-specific guidance on gathering key evidence in session 2020–21



Please read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

Gathering key evidence for Higher Care

This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during this process.

The following types of key evidence are likely to provide a good predictive value and may be helpful to you, although there may be other types of key evidence you would like to use.

Types of key evidence

For Higher Care in session 2020–21, a holistic review of evidence is required, reflecting both components. This should cover the application of skills, and the breadth and depth of knowledge and understanding from across the course.

There is flexibility in how you gather evidence. The most robust evidence for the project component is that which reflects the requirements detailed in the coursework assessment task. The most robust evidence for the question paper component, in terms of providing breadth, depth and level of challenge, is that which has been generated using an assessment that replicates, as far as possible, the SQA question paper. This does not need to be produced on a single occasion if this is not practical under restrictions current at the time of the assessment, however, it should be done under supervision and control, where possible. Other evidence relating to both components may include unseen shorter assessments that have appropriate timings and that are conducted under supervision and control, where possible.

It should be noted that shorter assessments are likely to provide less breadth, depth and challenge than a full assessment, and this should be considered if they are being combined and used for provisional results purposes.

Component 1: question paper

The question paper gives candidates an opportunity to demonstrate application of skills and breadth and depth of knowledge and understanding from across the course. The question paper has a relative weighting of 30% of the overall course assessment.

You should aim to deliver the course as normal, although learning and teaching may be disrupted this session, which will make this more challenging. You are free to decide the timing and depth of delivery of the course content. However, it is important that candidate evidence for provisional results samples content from each of the three sections of the course:

- ◆ Values and Principles
- ◆ Human Development and Behaviour
- ◆ Social Influences

The [Higher Care Course Specification](#) explains the skills, knowledge and understanding associated with the question paper in more detail.

It is important that the evidence accurately reflects the mandatory content, as detailed in pages 5 and 6 of the [Higher Care Course Specification](#). All questions should be based on this content.

Component 2: project

The purpose of the project is to research and investigate the needs of an individual requiring care and the services that meet these needs, in response to a given brief. The project has a relative weighting of 70% of the overall course assessment.

The [Higher Care Coursework Assessment Task](#) explains the skills, knowledge and understanding associated with the project in more detail.

The following table shows the balance of marks between the project and the question paper:

Component	Knowledge and understanding	Skills	Total
Question paper	25	15	40
Project	27	63	90
Total	52	78	130

Using additional assessment resources for session 2020–21: key information

It is important that you use valid and reliable assessment when gathering evidence in session 2020–21.

In Higher Care, SQA will provide a question paper for session 2020–21. Please note that the marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

The Higher Care question paper will only be available on SQA's secure website — you must treat this confidentially, in the same way as other live assessment materials.

You have the option to use the question paper as internal assessment for gathering candidate evidence. Question papers can be split to support assessments you carry out during class time.

If you use a question paper in part or in its entirety, you should remind candidates that they must not discuss the content of the paper with anyone, including friends, family or on social media.

Understanding the national standard

Examples of candidate responses to the project, along with associated commentaries, are available on [SQA's Understanding Standards website](#).

Examples of candidate responses from the 2019 Higher question paper, along with associated commentaries, are available on [SQA's Understanding Standards website](#).

The marking instructions for the specimen question paper and past papers detail how marks are allocated for each question type, and provide short sample responses that exemplify the allocation of marks.

You may also find the annual course reports, which are published on the [Higher Care subject page](#), useful.